

URGE

Unlearning Racism in Geoscience

Bates

DEPARTMENT OF EARTH
AND CLIMATE SCIENCES

URGE Demographic Data for Bates College, Department of Earth and Climate Sciences

This is what was found by EACS Pod at Bates College on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data.

The maroon text are designed to be section headings and are the questions/prompts provided by the URGE pod leaders. The text highlighted in orange is work currently underway and outstanding questions we are seeking to answer.

The link(s) to demographic data at our organization are here:

- Organization, Company, University Current Staff/Student Demographics
- Institutional Research, Analysis & Planning (IRAP) [Bates Facts](#)
- [Institutional Research, Analysis & Planning \(IRAP\) Dashboard](#)

Analysis: Departmental Data (downloaded from Academic Reporting Section of Garnet Gateway, and only available to chairs). These demographic datasets are provided as an aggregate across all courses for any one year. So our 100-levels represent mostly students seeking to fulfill gen ed requirements, and our 300-levels are mostly EACS-GEO majors.

We have requested more granular data on the dept- specifically course data (anonymized, naturally) for the students including race, ethnicity, first gen status, financial contribution, and grade over the last 15 years.

Analysis of past invited speaker demographics

- Nobody collects these data; will ask Tom McGuinness (Director of IRAP) why and if we can set up a survey for guest speakers so that we can begin to collect this information for the department/college.
- If data are not available, what is the reason for not making it public? NA
- If data are not collected, what is the reason? NA

How does your organization compare to others, or to the field as a whole?

- AGI - "Diversity in the Geosciences – a Look at the Data and the Actions of the Community"-<https://www.americangeosciences.org/webinars/diversity-geosciences-look-data-and-actions-community>

See some analysis at the end of this document. We await data specific to our majors, not just those enrolled in all of our classes.

- Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - <https://eartharxiv.org/repository/view/2060/>

We have near gender parity for all students taking EACS or EACS-cross listed classes.

We await data specific to our majors, not just those enrolled in all of our classes.

Public goals on demographics or increasing representation:

*Relevant excerpts from **President Spencer's 11/30/20 Letter "The Work of Antiracism at Bates: Progress Update"** follow. (The reader is encouraged to refer to the original document for additional information.)*

"The work of antiracism at Bates is grounded in our recognition that the racial hierarchy this nation was founded in and shaped by continues to be part of the lives of Bates students, faculty, staff, and alumni. It is critical to our educational mission to address and act on this reality in order to provide a just and equitable learning environment for all students. To achieve this goal, we must disrupt structures of racism that persist in the college's policies, practices, and culture, and make Bates a place where all members of the community are invited to full participation and belonging."

Are there measurable goals stated at your organization for achieving representation?

*Relevant excerpts from **President Spencer's 11/30/20 Letter "The Work of Antiracism at Bates: Progress Update"** follow. (The reader is encouraged to refer to the original document for additional information.)*

"To reinforce our commitment to the work of antiracism at every level of the institution, this summer the Bates College Board of Trustees formed a Committee on Equity, Inclusion, and Antiracism as a standing committee of the Board. The committee is chaired by Bates trustee Evelyynn Hammonds, a historian of science, former Dean of Harvard College, and a nationally recognized expert on equity and inclusion in the academy... The committee will take the lead in shaping the Board's role as a strategic partner in the college's efforts to advance its commitment to antiracism in ways that are concrete, effective, and measurable. "

Telling the Bates Story: "In the (NESCHE) self-study report, we made clear that Bates has a deep-seated commitment to an inclusive educational mission, which is a strong through-line in our history and guides our work to this day. **We were also careful to stress that this commitment began aspirationally and remains an unrealized, though central, goal.**"

Racial Equity Training Across Campus

- Multiple racial equity training sessions provided for folks across most areas of the campus.
- A new position in the Office of Equity and Inclusion was created: Director of Equity and Inclusion Education.

Community Engagement

- MANY Virtual fora hosted by the VP for Equity and Inclusion, including but not limited to "Commons Conversations is a series designed to create space for community members to come together and have conversations centered on issues of equity, inclusion,

access, and educational justice. To date, the Office of Equity and Inclusion has sponsored 17 Commons Conversations, with approximately 400 participants.”

Curricular Transformation

- HHMI grant underway for STEM
- Mellon grant for Humanities
- Efforts underway to support Social Sciences and Interdisciplinary programs

Structural Support for BIPOC and minoritized faculty

“Co-chaired by Malcolm Hill and Professor of French and Francophone Studies Mary Rice-DeFosse, the faculty Tenure and Promotion Review Committee will bring forward legislation in the winter semester that **creates transparent criteria of evaluation and clear processes for review as faculty progress through the academic ranks at Bates.**”

DOF website on Progress on Equity and Inclusion (trying to launch it Friday, 2/26)

Suggested additional goals for your organization: A work in progress

- Goal 1: ...

Policy or proposed policy for collecting demographic data at your organization:

- Link - How data are collected, reported, tracked, and utilized in decision making.
will ask Tom McGuinness (Director of IRAP)
- OR proposed policy for collecting, reporting, tracking and utilizing demographic data.
will ask Tom McGuinness (Director of IRAP)

What did you learn about other organizations (or in general) while investigating demographic data? A work in progress...

- <https://diversity.ideo.columbia.edu/seminardiversity> - Increase diversity in seminars
- <https://www.nature.com/articles/d41586-019-03784-x> - No all-male panels
- <http://www.ohrc.on.ca/en/policy-and-guidelines-racism-and-racial-discrimination/part-3-%E2%80%93-guidelines-implementation-monitoring-and-combating-racism-and-racial-discrimination> - more information on collection of demographic data in Canada.

Some Analysis of our departmental aggregate data (a work in progress)

Between 2011 and 2020, the total % of students from traditionally underrepresented populations enrolled in all EACS or EACS cross-listed courses, ranges between 2-3%, **sadly** (figure 1). These low numbers, may in part, represent low visibility of our field to incoming students. Action Item: Check in with Admission office and first year programming folks at the institution.

Hispanic students are among the highest represented (0.4 to 0.85%) for most years, followed by Black or African American students (0.4 to 0.95%) between 2013-2016, and multiracial students (0.28 and 0.6%) between 2017-2020. Asian students range between 0.5 and 0.65% and

dominate in 2012. **We have not had an American Indian or Alaskan Native in any of our classes since 2013.** Even though total enrollments have been exceedingly low in this category at the institution over the last few years, we need to do better here.

We have near gender parity across all students taking our classes (Figure 2).

We await data specific to our majors for further analysis, not just those enrolled in all of our classes.

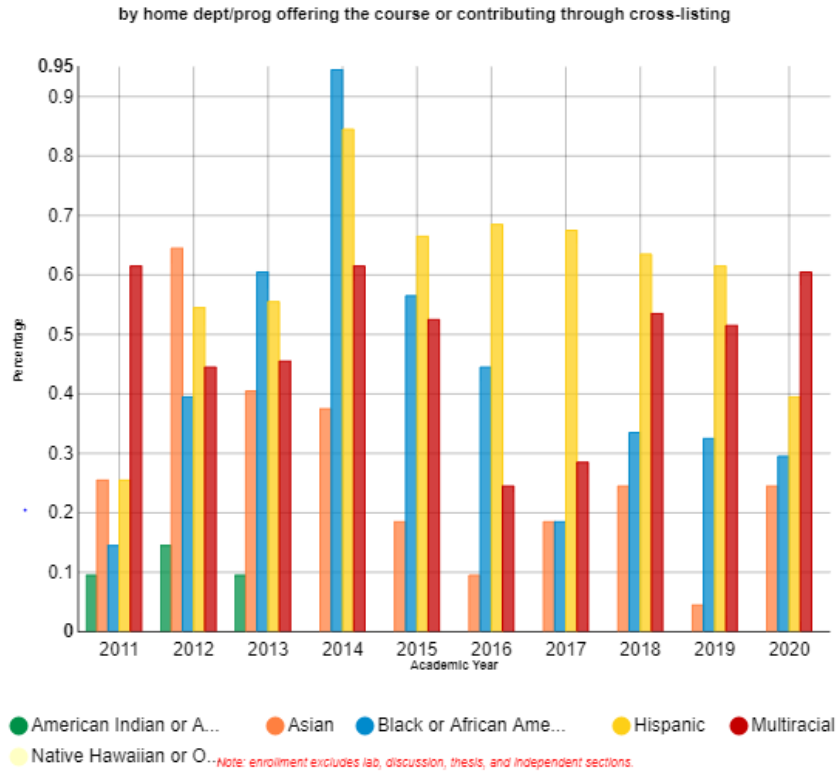


Figure 1. Demographics of students traditionally underrepresented enrolled in all EACS or EACS cross-listed courses.

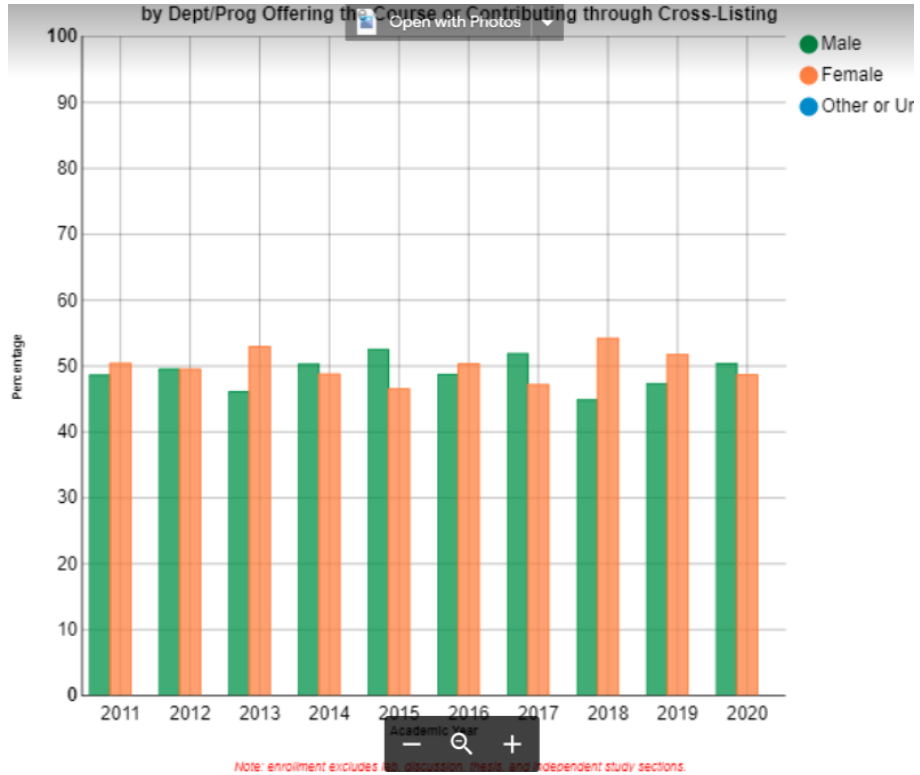


Figure 2. Gender of students enrolled in all EACS or EACS cross-listed courses.